

Note to fellow SPAC members:

Please excuse the incomplete draft for the second issue identified in the following subcommittee report on Societal Trends and Issues. Conflicts with current workload levels prevented fellow subcommittee members from full participation, and I simply ran out of time working on my own. A third issue was being considered (that of the pervasiveness of debt among American consumers) but was dropped due to time constraints.

Apologetically,  
Christine Moore  
9 March 2007

Societal Trends and Issues 2006-07  
Sub-Committee Report for Strategic Planning Advisory Committee

- I. CLOSING THE LOOP - current estimation/evaluation of last year's issues:
- A. **First Generation Students** – while this has been documented at a national level (NCES, 2005), GCC has no current mechanism for collecting these data and therefore no method for comparing our situation to national trends. Progress has not yet been made to address this concern; however, the new SIS holds potential for this tracking and may therefore enable SPAC and/or other GCC entities (committees or departments) to revisit this issue more substantially in the future.
  - B. **AIMS Impact** – this had the state (and more than one Futures sub-committee) up in arms in the Fall of 2005; however, the worst-case scenario of 7% of last year's senior class failing to graduate based on AIMS performance (Arizona Republic, 3 Nov. 2005) did not come to fruition. Pass rates were essentially 98% with some local districts - Glendale Union High School District among them – having *all* students pass (Arizona Republic, 6 June 2006). While compassion maintains concern for the failing 2%, this number does not portend a huge impact on the services GCC provides/could provide.
  - C. **Various Stakeholders** – this was squishy and a bit ambitious. The list is certainly valid and continues to have impact, but for the reporting purposes of this committee, our list was over-reaching. Over-reaching or not, however, including the long list points to a level of frustration among concerned employees as well as the rhetorical questions posed in last year's Executive Summary. We have been trying to be "all things to all people," and this traditional aim (aim being a loosely used term, as this is more like a buckshot tactic) has perhaps weakened focus in more discreet areas where progress might actually be measurable, show success, and motivate employees who care about making a difference.

II. CURRENT TRENDS

- A. **Prop. 300** – Proposition 300 was voted into law in November 2006 as a referendum from our state legislature limiting in-state higher education (as well as adult ed, immigrant classes and family literacy programs) to citizens and/or legal residents only and prohibiting such individuals from receiving state subsidized financial assistance. Further, the new law requires educational institutions to report the number of ineligible people applying (AZ Secretary of State, 2006).

The exact number of undocumented individuals currently enrolled is not known, nor the number who apply and do not attend for whatever reason. Exact numbers of undocumented individuals in the Arizona population is also

unknown; however, an immigration report indicates that unauthorized immigrants arriving in Arizona increased an average of 30% *each year* from 2000 to 2005, amounting to an overall estimation for 2005 that these individuals comprise 5% of Arizona's total population (Hoefer, Rytina, & Campbell, 2006).

i. Challenges and Opportunities for GCC

Prop 300 does not bar undocumented individuals from attending public institutions of higher education; however, it does stipulate that tuition and fees are to be charged at out-of-state rates. This increased cost in itself will discourage many (an almost one-and-a-half times increase for less than 7 credits and a 431% increase for 7 credits or more), not to mention conceivably concerned perceptions about identifying oneself as not having legal status. While we are obligated to report *only numbers* of those applying but not eligible for in-state tuition and/or financial assistance (nothing personally identifiable), perceptions among our service population must be considered as having impact on us.

Further strictures of Prop 300 prohibit undocumented students from receiving financial assistance through state-subsidized funding. These students are still allowed "to receive scholarship or similar assistance from either the Maricopa Foundation or private sources" (MCCCD Prop 300 webpage); however, the increased tuition rate would quickly deplete available resources and burden fund raising efforts.

MCCCD's procedures for complying with Prop 300 identify what documents are acceptable for identifying citizenship or legal status – for new students as well as for continuing students. Just the additional paperwork tracking is burden enough to tax our admissions and records staff; add to that the complexity of verifying as legal birth certificates from across the country, and we have a time-consuming and stressful addition to the admissions process.

Open question: what about students in the limbo state of having applied for permanent residence but are in a waiting period until legal status is determined? Traditional college-age students are more likely to be in this status due to requirements that as of age 18, a dependent must apply for his/her own legal residency (MacDonald, 2007).

Prop 300 does not impact non-credit students as registration and charges for non-credit offerings are standard regardless of residency (MCCCD Prop 300 webpage). If we ascertain significant impact from the implementation of Prop 300 requirements, perhaps we will have opportunities in the non-credit arena? Is there a possibility of entering into arrangements to provide CEUs (Continuing Education Units) in partnership with other organizations?

ii. Strategic Direction affected: Access

## **B. Retirements looming and/or aging workforce, working mothers**

In 2004, 59.7% of educational administrators nationwide (across all levels of education) were 45 years of age or older; 47.2% of postsecondary instructors were also in this age category (BLS 2005). Across all job types nationally, administrative positions are expected to grow as fast as the average occupation through 2014 while faculty positions are expected to grow faster than the average through that time (OOH 2006). These estimations in the area of faculty growth, however, include adjunct positions.

Although most age groups are showing a decline in workforce participation, one group has shown increases: 55 years and older (Mosisa & Hippie, 2006, p. 53). A recent Pew Research Center survey indicates that 77% of employees expect to work beyond retirement age (2006).

"From 1994 to 2005, the labor force participation rate of married mothers with higher levels of educational attainment—those with a bachelor's degree or beyond—declined by 3.2 percentage points. This drop compares with declines of 2.6 percentage points and 2.8 percentage points, respectively, for those with some college or an associate's degree and for those with a high school diploma (and no college).... The decline in labor force participation among married mothers with a bachelor's degree or higher was pronounced among mothers with preschool children." (Mosisa & Hippie, 2006 p.45).

"organizations can influence employee feelings of work/family conflict most by providing a climate in which employees perceive (a) that they are not required to prioritize work above family or manage long hours or unrealistic schedules to achieve desired career consequences, (b) that there will be no negative career consequences associated with using family-friendly benefits, and (c) that their workplace is a source of coping resources rather than a source of increased conflict" (Mesmer-Magnus & Viswesvaran, 2006, citing Flye et al., 2003; Indovino et al., 2003; Thompson et al., 1999; Warren and Johnson, 1995).

- i. Challenges for GCC – of our mature employees: who's staying around, who's staying around part-time, who's leaving? Who picks up where long-timers leave off? Are we mentoring enough?
- ii. Opportunities for GCC – we have a childcare center on campus for students; how might we open this as a benefit for employees?
- iii. Strategic Directions affected: Qualified and Diverse Workforce

### III. BIBLIOGRAPHY

"AIMS and the Class of 2006." The Arizona Republic (online edition). 3 Nov. 2005. 8 Nov. 2005.

"Reasons To Rejoice And To Work Harder - The Issue: The Aims Class Of 2006." The Arizona Republic. 8 June 2006. 8 March 2007.

Arizona Secretary of State (Brewer, J. K.). Proposition 300. Publicity Pamphlet: 2006 Ballot Propositions & Judicial Performance Review.  
<<http://www.azsos.gov/election/2006/Info/PubPamphlet/english/Prop300.htm>>

Bureau of Labor Statistics. U.S. Department of Labor. Educational Services. *Career Guide to Industries, 2006-07 Edition*. 20 Dec. 2005. 9 Mar. 2007.  
<<http://www.bls.gov/oco/cg/cgs034.htm>>

Helfgot, Steve. District-wide announcement email message. 7 Mar. 2007.

Hoefler, Michael, Nancy Rytina, and Christopher Campbell. Estimates of the Unauthorized Immigrant Population Residing in the United States: January 2005. August 2006. Office of Immigration Statistics. Department of Homeland Security.  
<[http://www.dhs.gov/xlibrary/assets/statistics/publications/ILL\\_PE\\_2005.pdf](http://www.dhs.gov/xlibrary/assets/statistics/publications/ILL_PE_2005.pdf)>

MacDonald, Colleen. Director, Financial Aid, Stanford University Graduate School of Business. Personal telephone conversation. 9 March 2007.

Mesmer-Magnus, J. R. & Viswesvaran, C. How Family-Friendly Work Environments Affect Work/Family Conflict: A Meta-Analytic Examination. *Journal of Labor Research* 27.4. Fall 2006. p. 555-74. Wilson OmniFile.

Mosisa, Abraham and Steven Hipple. Trends in labor force participation in the United States. *Monthly Labor Review*, October 2006: 35-57. 9 Mar. 2007.  
<<http://www.bls.gov/opub/mlr/2006/10/art3full.pdf>>

National Center for Education Statistics (NCES). "First Generation Students in Postsecondary Education: A Look at Their College Transcripts." Postsecondary Education Descriptive Analysis Report. July 2005.  
<<http://nces.ed.gov/pubs2005/2005171.pdf>>

Pew Research Center. Working After Retirement: The Gap Between Expectations and Reality. Sept. 2006. 7 Mar. 2007 < <http://pewresearch.org/pubs/320/working-after-retirement-the-gap-between-expectations-and-reality>>

Procedures for Student Compliance with Proposition 300. Proposition 300 Information. Maricopa Community Colleges. <<http://www.maricopa.edu/prop300/>>